

## ST JOHN'S HIGH

1518 Main Road  
Johns Island, SC 29455

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	299 Students	
<b>Principal</b>	William L. Runyon III	843-559-6400
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Excellent*</b>
2010	At-Risk	Below Average
2009	At-Risk	Below Average
2008	Below Average	Excellent
2007	At-Risk	At-Risk

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
5	3	16	8	8

\* Ratings are calculated with data available by 11/09/2011.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	52.6%	69.2%	65.6%	62.4%	68.9%	64.8%
Passed 1 subtest (%)	19.6%	12.8%	20.3%	18.3%	16.6%	19.2%
Passed no subtests (%)	27.8%	17.9%	14.1%	19.3%	15.0%	16.0%

**HSAP Passage Rate by Spring 2011**

	Our High School	High Schools with Students Like Ours
Percent	78.1%	83.4%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	107	105	205	150
Number of Graduates in Cohort	50	62	139	104
Rate	46.7%	59.0%	69.2%	69.7%

\*Used to calculate current AYP.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	107	N/A	156
Number of Graduates in Cohort	N/A	50	N/A	107
Rate	N/A	46.7%	N/A	68.8%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	63.9%	64.2%
English 1	66.7%	50.7%
Biology 1/Applied Biology 2	76.6%	48.0%
Physical Science	53.2%	43.0%
US History and the Constitution	44.6%	28.9%
All Tests	60.2%	45.9%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=299)</b>				
Retention rate	2.4%	Down from 12.5%	4.5%	3.4%
Attendance rate	91.5%	Down from 93.3%	95.3%	95.0%
Served by gifted and talented program	4.4%	Down from 5.6%	6.5%	12.4%
With disabilities other than speech	14.1%	Up from 10.5%	12.2%	9.9%
Older than usual for grade	12.1%	Down from 27.3%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	11.0%	Up from 10.2%	1.2%	0.9%
Enrolled in AP/IB programs	5.7%	Down from 13.2%	5.6%	13.0%
Successful on AP/IB exams	N/A	N/A	18.7%	51.7%
Eligible for LIFE Scholarship	10.1%	Down from 18.8%	27.3%	30.1%
Annual dropout rate	2.1%	Up from 0.6%	2.2%	2.5%
Career/technology students in co-curricular organizations	3.0%	Up from 2.1%	4.2%	2.9%
Enrollment in career/technology courses	187	Down from 191	239	419
Students participating in work-based experiences	17.9%	Up from 0.0%	0.0%	7.2%
Career/technology students attaining technical skills	56.7%	Up from 48.2%	78.9%	83.0%
Career/technology completers placed	92.9%	Down from 100.0%	95.8%	98.4%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	61.1%	Down from 66.7%	59.5%	61.1%
Continuing contract teachers	69.4%	Down from 72.7%	70.7%	80.6%
Teachers returning from previous year	71.0%	Down from 74.0%	81.2%	86.5%
Teacher attendance rate	96.6%	Down from 99.9%	95.6%	95.5%
Average teacher salary*	\$44,274	Down 5.5%	\$44,192	\$46,884
Professional development days/teacher	7.2 days	Up from 6.0 days	10.2 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.5	3.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 19.8 to 1	21.8 to 1	26.5 to 1
Prime instructional time	87.9%	Down from 93.2%	89.6%	89.3%
Dollars spent per pupil**	\$12,404	Down 5.2%	\$9,773	\$7,804
Percent of expenditures for teacher salaries**	53.5%	Up from 53.0%	56.5%	58.0%
Percent of expenditures for instruction**	54.9%	Down from 58.0%	59.5%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	81.4%	Down from 83.8%	97.2%	97.3%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	73	78.1%	266	60.2%	107	46.7%	No
<b>Gender</b>							
Male	36	69.4%	129	62.8%	59	39.0%	N/A
Female	37	86.5%	134	58.2%	48	56.3%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	15	73.3%	13	7.7%	N/A
African American	66	77.3%	221	60.6%	83	54.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	27	51.9%	11	36.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	14	21.4%	13	53.8%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	26	50.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	55	78.2%	199	59.8%	70	47.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

St. John's High School, the only public high school on Johns Island, is showing in numerous ways how the district's theme, "The Victory is in the Classroom," is a part of daily life in our school. As a Title I school, we are continuing our emphasis on improving the quality of instruction and strengthening relationships between adults in our school and our students, we have made great strides in bridging the gap between the home and school and have progressed towards being a "Community School" in its truest form. Our students benefit from our comprehensive curriculum, which includes college preparatory, honors, Advanced Placement, dual enrollment and quality Career and Technology Education (CTE) courses. Students are able to take courses not only through the typical format but also through virtual and online formats. Apex Learning labs are utilized to provide opportunities for students to recover lost credits, for remediation, and for acceleration. With significant emphasis on improving the quality of instruction and fostering stability in leadership positions, we are proud of our progress and the accomplishments of our students and staff this year. These accomplishments include a 12% increase in End-Of-Course success, as well as an increase in our HSAP success rate. Although we continue to face academic challenges, we remain cognizant of the fact that our successes are directly related to the efforts of our students, staff and business partners. We will continue to exhibit resilience in our quest for excellence. During the 2010-2011 school year, our students continued to excel and many were recognized individually for academic, athletic, and artistic excellence.

We acknowledge that, while we as a faculty and staff are all working diligently at St. John's to ensure every child reaches his potential and has a quality education, we need and welcome the help of parents and community. Many efforts, including but not limited to the annual Islander Family Night, our Academic Achievement ceremony, and our annual Miss St. John's Pageant, foster stronger relationships between the community and the school. These are relationships that we value and see as essential in the education of our students. As we continue to strive for excellence at St. John's, we encourage you, our Islander community, to continue to be involved in our school through our parent, community, and business partnerships; our School Improvement Council; booster clubs; advisory boards; and Parent Teacher Student Association. Please visit our school to see the great things that occur daily and become involved in ensuring the success of our students and our Islander community.

William L. Runyon III, Principal  
Olivia Burch, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	35	27
Percent satisfied with learning environment	70.6%	68.6%	96.2%
Percent satisfied with social and physical environment	88.2%	88.2%	84.6%
Percent satisfied with school-home relations	52.9%	88.6%	85.2%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

No

This school met 6 out of 11 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CA

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.0%	0.0%	No

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	65	96.9	15.5	39.7	25.9	19.0	53.4	71.8	68.0	No	Yes
Male	36	97.2	25.8	35.5	29.0	9.7	48.4	67.8	63.1	N/A	N/A
Female	29	96.6	3.7	44.4	22.2	29.6	59.3	75.6	73.1	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	90.7	79.4	I/S	I/S
African American	53	96.2	14.9	38.3	27.7	19.1	55.3	51.9	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	89.7	83.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	66.3	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	27.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	53.4	45.1	I/S	I/S
Subsidized meals	45	95.6	21.1	34.2	28.9	15.8	57.9	53.1	54.7	I/S	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	65	100.0	27.1	44.1	22.0	6.8	45.8	64.8	62.3	No	Yes
Male	36	100.0	35.5	35.5	22.6	6.5	45.2	64.7	61.4	N/A	N/A
Female	29	100.0	17.9	53.6	21.4	7.1	46.4	64.9	63.2	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	85.9	75.3	I/S	I/S
African American	53	100.0	29.2	41.7	22.9	6.3	47.9	42.1	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.3	84.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	64.3	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	26.9	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	55.2	47.1	I/S	I/S
Subsidized meals	45	100.0	28.2	53.8	17.9	N/A	38.5	43.7	48.5	I/S	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	65	92.3	53.3	10.0	23.3	13.3	36.7	N/A	N/A	N/A	N/A
Male	36	88.9	62.5	6.3	21.9	9.4	31.3	N/A	N/A	N/A	N/A
Female	29	96.6	42.9	14.3	25.0	17.9	42.9	N/A	N/A	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	53	94.3	50.0	8.0	28.0	14.0	42.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	45	91.1	61.0	12.2	19.5	7.3	26.8	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	85	94.1	25.0	43.1	27.8	4.2	51.4	69.8	65.9
	2011	65	96.9	15.5	39.7	25.9	19.0	53.4	71.8	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	84	94.0	27.8	44.4	26.4	1.4	41.7	64.2	62.3
	2011	65	100.0	27.1	44.1	22.0	6.8	45.8	64.8	62.3

\* Adjusted to account for natural variation in performance.